

Missouri Assessment Program



Examiner's Manual

Mathematics Assessment
Spring 2006

Missouri Department of Elementary
and Secondary Education

48207

Overview

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This manual has been constructed so that an Examiner who administers more than one content area need not read portions of this manual more than once. Steps 1 through 8 and Steps 10 through 12 contain the same information across all content areas. Step 9 of this manual contains test administration directions specific to the content area identified on the front cover of this manual.

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The **Missouri Assessment Program (MAP)** is one of several educational reforms mandated by the Outstanding Schools Act of 1993. As a result of this act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education to identify the knowledge, skills, and competencies that Missouri students should acquire by the time they complete high school and to evaluate student progress toward those academic standards. The Department worked with teachers, school administrators, parents, and business professionals from throughout the state to develop the Show-Me Standards and the grade-level expectations. The Department has worked with the same constituencies to develop an assessment system that evaluates students’ proficiencies represented by the Show-Me Standards and grade-level expectations.

The Spring 2006 MAP includes the following assessments:

Required

- Communication Arts assessment for Grades 3–8 and 11
- Mathematics assessment for Grades 3–8 and 10

Voluntary

- Science assessment for Grades 3, 7, and 10
- Social Studies assessment for Grades 4, 8, and 11

Each assessment could require three to five hours of test administration time and may include any of three types of test items: selected-response items, constructed-response items, and performance events (including writing prompts).

The **selected-response (also known as multiple-choice) items** present students with a question followed by three, four, or five response options. Selected-response items from the Survey edition of *TerraNova*®, *The Second Edition*, a nationally normed test developed by CTB/McGraw-Hill, are used for the following:

- Communication Arts, Session 2, Grades 4, 5, 6, and 8
- Communication Arts, Session 3, Grades 3, 7, and 11
- Mathematics, Session 2, all grades

For the Science and Social Studies assessments, Session 3, Part 1, is also from *TerraNova*.










The **constructed-response items** require students to supply (rather than select) an appropriate response. Students are asked to show their work in answering questions. In addition to measuring students’ content knowledge, constructed-response items provide information about how students arrive at their answers.

The **performance events** used in Missouri’s statewide assessment require students to work through more complicated items. Performance events often allow for more than one approach to get a correct answer. The advantage of this type of assessment is that it provides insight into a student’s ability to apply knowledge and understanding in real-life situations.

The writing prompt, a special type of performance event that appears in the Communication Arts assessment, is an open-ended item that requires students to demonstrate their writing proficiency. Writing is scored holistically using a four-point scoring guide.

The Department uses the information obtained through MAP to monitor the progress of Missouri’s students in meeting the Show-Me Standards, to inform the public and the state legislature about students’ performance, and to help make informed decisions about educational issues. The information obtained through MAP provides data that help improve the services provided to each student in the state.

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**It is important to read this entire manual
before administering the test.**



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Glossary

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Carbonless Paper

Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in this *Examiner's Manual*.

NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring. Carbonless paper must be ordered through CTB/McGraw-Hill.

Content-Area Label

There are five content-area labels. These labels are placed on the front of the large white envelopes to identify the contents. Content-area labels include Communication Arts, Mathematics, Science, Social Studies, and Unused Books (unused test books).

Department of Elementary and Secondary Education (DESE)

The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.

District Test Coordinator (DTC)

The District Test Coordinator receives, checks, distributes, collects, assembles, and ships district testing materials.

Early-Return Testing

Schools participating in Early-Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early-Return Testing materials, please contact CTB/McGraw-Hill no later than April 21, 2006. See "State Scaling Sample" on Page 4.

Examiner's Manual

Each *Examiner's Manual* provides specific test administration instructions for a specific content area. *Examiner's Manuals* are included with the shipment of test books. ***Examiner's Manuals are updated annually, so it is important for all Examiners to read and follow the manual for the current year.***

Group Information Sheet (GIS)

The GIS provides CTB/McGraw-Hill with testing-group data that will appear on your reports. One GIS is supplied for each testing group in each content area.

Homebound Students

Homebound students may be tested at home or at school depending on their disabilities and the discretion of the district. Examiners of homebound students should receive training in the administration of the MAP. Examiners are responsible for ensuring the security of testing materials between testing sessions and for returning testing materials to the School Test Coordinator.

Home School Students

Home school students may take part in the MAP per the local district's discretion. Home school students participating in the MAP must take the MAP assessments at the local school.

Home School test books are handled differently from regular test books. Please perform the following tasks to ensure proper processing of home school students:

- Each home school student must be entered on his or her own GIS
- On GIS, Teacher = "HOME SCHOOLED"
- Enter "2" in column V of the GIS

Large Print and Braille

Student responses in both Large Print and Braille edition test books **must** be transcribed to a regular edition test book in order for the student to receive a MAP score. After the Examiner transcribes student responses to a regular edition test book, the Large Print and Braille test books should be marked **"Contents transcribed to a regular test book. DO NOT SCORE"** and returned to CTB/McGraw-Hill with the unused testing materials. Please follow the instructions in the *Test Coordinator's Manual* for packaging the regular testing materials and shipping them to CTB/McGraw-Hill.

Braille Omit test books are handled differently from regular test books. Please refer to the BRAILLE OMIT RETURN INSTRUCTION SHEET included in the test coordinator packet (also sent with Braille edition test materials) for handling and packaging Braille Omit test books.

Large White Envelopes

Large white envelopes are provided to each Examiner. After testing, each testing group's materials should be organized according to the directions in Step 12 of this *Examiner's Manual* and placed in the large white envelopes for return to CTB/McGraw-Hill.

Level Not Determined (LND)

This designation is for students who did not receive a MAP score for any one of the following reasons:

- (a) A test book was completed in ink. Answers written in ink cannot be scanned or scored. A Student Information Sheet, located on the inside front cover of the test book, was returned to CTB/McGraw-Hill without a test book.
- (b) A student did not attempt any items in one or more sessions of the MAP. A valid attempt must be made on all sessions of the test. A valid attempt is defined as:

2-session tests (Mathematics, Grades 3–8, 10; Communication Arts, Grades 4, 5, 6, 8)

- One item answered in Session 1
- Five items answered or one item correct in Session 2, the national normed section of the test

3-session tests (Communication Arts, Grades 3, 7, 11; Science, Grades 3, 7, 10; Social Studies, Grades 4, 8, 11)

- One item answered in Session 1
- One item answered in Session 2
- Five items answered or one item correct in Session 3, the national normed section of the test

To ensure that all Special Education students qualify as making a valid attempt on the MAP, Special Education teachers should contact their Test Coordinator to obtain a list of embedded Field Test items. (For more information, see "Valid Attempt" on Page 4.)

- (c) A student took the MAP-Alternate, and the MAP-Alternate bubble was filled in on the SIS. DESE will remove such students from LND if a matching MAP-A Assessment has received a score.
- (d) A student's test was invalidated. This is done only when the student has cheated and is recorded under "Teacher Invalidation" on the SIS on the inside front cover of the test book.

- (e) **For Communication Arts only:** A student was designated as an English Language Learner (ELL) student in the United States less than one year, and the corresponding bubble was filled in on the SIS. (DESE will remove such students from LND for accountability purposes.)
- (f) Oral accommodation on any part of the Communication Arts test will invalidate the test.
- (g) Paraphrasing on any test will invalidate the test.

Manipulatives

Punch-out manipulatives are provided for Mathematics (all grades) and Science (Grades 3 and 10 only). These include items such as rulers, protractors, and other objects.

MAP School Building Survey

The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.

Missouri Assessment Program Service Line

Questions regarding the Spring 2006 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–6:30 P.M., Central Time, and selecting option “1.”

No. 2 Pencil

Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will **not** receive a MAP score because ink **cannot** be imaged.

Pre-coded

“Pre-coded” refers to machine-scannable barcode labels or bubbles that are filled in mechanically by CTB/McGraw-Hill.

Reference Sheets

Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.

Regular-Return Testing

To arrange return shipment of Regular-Return Testing materials, please contact CTB/McGraw-Hill no later than May 1, 2006. For information on how to contact CTB/McGraw-Hill, refer to “Schedule Testing Material Pickup Online” in Step 10 of the 2006 *Test Coordinator’s Manual*.

School/Group List

The School/Group List is CTB/McGraw-Hill’s way of double-checking that all testing materials have been received. This form can be photocopied as needed.

School Test Coordinator (STC)

The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.

Security Barcode

All MAP test books carry a unique security barcode number on the front cover in the lower right-hand corner directly above “Spring 2006.” The barcode is used to number each test book consecutively and to track test books shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by barcode number and district name.

Security Barcode Verification Form

The Security Barcode Verification Form is used for the purpose of tracking test books to ensure a 100 percent rate of return and/or accountability. Copies of the form are shipped to the District Test Coordinator in the Test Coordinator’s Packet for distribution to the School Test Coordinator with the test materials.

Security Barcode Verification Form Instructions

The Security Barcode Verification Form Instructions provide directions and guidelines to the District Test Coordinator and the School Test Coordinator regarding the use of the Security Barcode Verification Form. These instructions are now located in the *Examiner's Manual* (Pages 7–10) and the *Test Coordinators Manual* (Pages 19–22).

Shipping Labels

Color-coded shipping labels are provided with the Test Coordinator's Packet.

State Scaling Sample

The State Scaling Sample is developed from the data collected from the Early-Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See "Early-Return Testing" on Page 1.

Student Information Sheet (SIS)

The SIS is located on the inside front cover of each student test book. This sheet captures biographical information about each student and the following information: Accommodation Codes, Special Education, Invalidation, Student Status, Primary Disability, and Absent.

Student Barcode Label

The student barcode label is a pre-coded barcode label that contains a student's identification and demographic information. These labels are provided only if the district submitted a pre-code file to DESE via the Pre-code MOSIS system. If the district did not submit a pre-code file, the SIS on the inside front cover of the test book must be completed. (See Pages 18–20 for additional information.)

Test Coordinator's Manual

The *Test Coordinator's Manual* describes both the DTC's and the STC's roles in the MAP test administration.

Testing Group

When an Examiner administers the MAP to a group of students, that group is considered a testing group. A Group Information Sheet (GIS) must be completed for each testing group. For data analysis purposes, reports will reflect testing-group information as indicated on the GIS by the local district. In addition, School Test Coordinators need to ensure that every GIS completed for their schools has an entry on the School/Group List. See "School/Group List" on Page 3.

Valid Attempt

A valid attempt is the minimum effort required to receive a reportable MAP score. Special Education students who do not qualify for the MAP-Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. However, to ensure that these students receive a MAP score, teachers need to select the following, at a minimum:

- one item from Session 1, one item from Session 2, and five items from Session 3 (Communication Arts Grades 3, 7, and 11; Social Studies, all grades; Science, all grades)
- one item from Session 1 and five items from Session 2 (Communication Arts, Grades 4, 5, 6, and 8; Mathematics, all grades)

Do not select embedded Field Test items. Contact your District Test Coordinator for a list of embedded Field Test items. For more information regarding valid attempt, see "Level Not Determined" on Page 2.



CHECK YOUR TESTING MATERIALS

Check to be sure you have the following materials. If any materials are missing, notify your Test Coordinator.

For the Examiner

- *Examiner's Manual*
- student barcode labels
- test books
- one Group Information Sheet (GIS)
- large white envelope(s)
- color-coded content-area labels for the large white envelopes
- Unused Books labels
- Do Not Disturb sign (not provided)
- extra pencils with erasers (not provided)
- extra scratch paper (not provided)

For each student

- test book
- student barcode labels
- punch-out manipulatives for Mathematics, all grades, and Science, Grades 3 and 10 only (provided separately)
- Mathematics reference sheet for Grades 8 and 10 only (provided separately)
- scratch paper for Session 2, Mathematics only (paper not provided)
- extra paper for Session 2, Communication Arts, Grades 3, 7, and 11 (paper not provided for the prewriting activity or the draft copy of the writing subtest)
- No. 2 pencil with eraser (not provided)—**ink may not be used for any of the assessments**
- extra erasers (not provided)

TOOLS

The following guidelines explain specific rules for using tools. Please ensure that all MAP content-related information is covered or removed before MAP testing. Students may not use any content or process-related materials except those under each content area and grade level listed on the next page.

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No. 2 pencils must be used for all assessments. Answers written in ink cannot be scored.

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TEST BOOKS

Students at all grades write their answers directly in the test books for all sessions.

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TOOLS

Test questions have been designed and adequate time has been provided so that using any tools will not offer any particular advantage.

If you have any questions about using a specific tool provided by the district for testing, contact your Test Coordinator. The only materials to be provided by the district are listed on the left.

• • • • •

Communication Arts

- Students at Grade 3 may use a standard dictionary **only** for Session 2. Students at Grades 7 and 11 may use a standard dictionary, thesaurus, and grammar handbook **only** for Session 2. **These tools should not be available for any other session of the test, or for any other grades.**
- Students at the elementary level may be provided with book markers (such as paper strips or index cards) to be placed in test books. No content or process information should be on the book markers or strips.

Mathematics

- Calculators are **not** allowed at the elementary level during any session.
- If your school has chosen to use calculators at Grades 6–8 and 10, please note that students may **not** use calculators for the first section of **Session 2**. If calculators are allowed for the **other** parts of the test, students should be told in advance and given access to a calculator.

Science

- Calculators are **not** allowed for the Science assessment.
- Punch-out rulers are needed and provided for Grades 3 and 10 only.

Social Studies

- No tools may be used for the Social Studies assessment.
- Make sure all classroom maps are out of view during the testing time.

SECURITY

School personnel responsible for the MAP testing must ensure that all testing materials are secure at all times. No testing materials may be photocopied, duplicated, or made accessible to personnel not responsible for testing.

Teachers should not see test books prior to the test administration.

When not in use, test books must be kept in a locked room or cabinet in the school building to prevent unauthorized access. All test books must be returned to the School Test Coordinator (STC) after the MAP is administered.

Security Barcode

The MAP test books are secure materials. All test books, including Large Print and Braille editions, are barcoded for security and inventory purposes. A unique security barcode number, which is located on the front cover of every MAP test book in the lower right-hand corner directly above “Spring 2006,” is used to number each book consecutively and track inventory shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by inventory barcode number, district name, and school name. This section is designed to help DTCs, STCs, and Examiners inventory MAP test books and ensure a 100% rate of return of all test books to CTB/McGraw-Hill.

Security Barcode Verification Form Instructions

District/School Test Coordinators These Instructions are a guide to using the Security Barcode Verification Form. The District Test Coordinators (DTCs) will need to make **one** copy of the Security Barcode Verification Form for **each** School Test Coordinator (STC) in their district. The roles and responsibilities of DTCs, STCs, and Examiners are described below. Note: In order to preserve the sequential integrity of the barcodes, test books should **not** be shared across schools.

Pretest Administration

❖ District Test Coordinator

Before distributing copies of the Security Barcode Verification Form to the STCs, the DTC must complete the following steps **for each school** in his or her district:

1. Confirm the box count (e.g., Box 1 of 5 through Box 5 of 5) of the testing materials shipment from CTB/McGraw-Hill.
2. Without opening the shrink-wrapped bundles of test books, verify the barcode range of the bundles. The barcode number is printed vertically on the lower right portion of each front cover of the test book **directly above the date, Spring 2006**. Check the barcode number of the test book at the top of the bundle and the barcode number of the test book at the bottom of the bundle against the packing list.
3. On the Security Barcode Verification Form, make the appropriate checkmarks for the relevant content area/grade boxes in the first column.
4. Document any discrepancies in the last column on the form.
5. Report any discrepancies to the CTB/McGraw-Hill Missouri Assessment Program Service Line at 1-800-544-9868, option "1" between the hours of 7:30 A.M. and 6:30 P.M. Central Time.

The DTC is also responsible for verifying that each STC has sufficient testing materials to administer the test. If a DTC is not available, the STC must perform this function. If additional test books are requested after the original shipment of testing materials is received, confirm this by recording the number of additional test materials by grade and content area in the "Additional Testing Materials" row of the Security Barcode Verification Form and be sure to note the subject/grade. Please order any additional materials by April 10, 1:00 P.M. (CT).

❖ School Test Coordinator

After receiving the Security Barcode Verification Form from the DTC, the STC should complete the following steps:

1. Open the shrink-wrapped bundles of test books.
2. Verify that all the test books are in sequential barcode order (e.g., 00000-01, 00000-02, etc.).

3. Verify that the barcode numbers printed on the test books match the numbers listed on the packing list (located in Box 1 of his or her school's shipment).
4. On the Security Barcode Verification Form, place checkmarks in the appropriate boxes in the third column.
5. Document any barcode discrepancies in the last column of the form.
6. Notify the DTC immediately of any discrepancies.

The STC is also responsible for providing Examiners with copies of the Security Barcode Verification Form Instructions for reference. The STC maintains the Security Barcode Verification Form **(do not distribute the form or copies of the form to Examiners)** during the test administration and returns it with the testing materials to the DTC.

❖ **Examiner**

1. Count the number of books received.
2. Document this information in preparation for returning the test books to the STC.

Post-Test Administration

❖ **Examiner**

1. Assemble and organize testing materials for return to the STC, following the directions in this manual.
2. Count the number of test books and compare the total with the pretest figure.
3. If there is a discrepancy between the pretest and post-test totals, collate the used and unused test books in sequential barcode number order.
4. Separate all used and unused test books.
5. Place the unused test books (in barcode order if there are any discrepancies) in large white envelopes and affix the Unused Books labels to the envelopes.
6. Separate the used test books by content area.
7. Place the used test books (in barcode order if there are any discrepancies) in the large white envelopes and affix the appropriate content-area labels to the envelopes.
8. Return all envelopes containing test books **unsealed** to the STC.
9. Contact the STC for guidance regarding the handling of contaminated books.

❖ **School Test Coordinator**

After receiving all test books from each Examiner, the STC must complete the following steps:

1. Collect, check, and verify that all test books (including Large Print and Braille editions) have been returned. If there are any discrepancies, ensure that the test books are in correct sequential barcode order.
2. On the Security Barcode Verification Form, place checkmarks in the fourth and fifth columns to indicate a 100% rate of return of all test books.
3. Return the test books and the Security Barcode Verification Form to the DTC for return shipment to CTB/McGraw-Hill.

The STC is responsible for a 100% rate of return of all test books, used and unused. Any unresolved security barcode discrepancies (e.g., missing or unaccounted for test books) must be clearly documented in the last column on the Security Barcode Verification Form.

The STC is also responsible for attaching any documentation and letters pertaining to contaminated test books to the completed Security Barcode Verification Form. Return the form and any documentation to the DTC. For more information regarding the handling and documentation of contaminated test books, refer to "Contaminated Test Books" below.

Note: **Do not seal the envelopes!** For more information regarding the return of testing materials to the DTC, please see Step 9 of the Spring 2006 *Operational Test Coordinator's Manual*.

❖ **District Test Coordinator**

After receiving the Security Barcode Verification Form and testing materials from each STC in your district and any information pertaining to contaminated test books and documented discrepancies, complete the following steps:

1. Verify a 100% rate of return of the test books.
2. Place checkmarks in the second to last column of the Security Barcode Verification Form to confirm the receipt of all test books and the resolution of all discrepancies.
3. Verify that any contaminated test books have been clearly documented following the guidelines prescribed below.
4. Package all testing materials for return to CTB/McGraw-Hill (please follow the directions in Step 10 of the Spring 2006 *Operational Test Coordinator's Manual*).

Contaminated Test Books

If a test book is contaminated, the Examiner should notify the STC.

Contaminated test books should **not** be returned to CTB/McGraw-Hill. They must be securely destroyed at the test site. In the event that a replacement copy of a contaminated test book is necessary, **only** the DTC should submit

an explanatory letter to CTB/McGraw Hill, attention: MAP Scoring Project Manager, with a copy to the Missouri Department of Elementary and Secondary Education (DESE), Assessment Section, PO Box 480, Jefferson City, MO 65102-0480.

The STC should provide the DTC with the following information for inclusion in the letter:

1. an explanation of what happened to the test book
2. security barcode number (write or cut and paste it onto the letter)
3. school name
4. school code
5. student's name
6. content area
7. grade level
8. test book edition type (regular, Large Print, or Braille)

Return the completed Security Barcode Verification Forms, as well as copies of any letters pertaining to contaminated test books and documented discrepancies, to CTB/McGraw-Hill with the regular testing materials. For more information please see Step 10 in this year's *Operational Test Coordinator's Manual*.

Translator

Federal provisions now allow district staff the flexibility to read Mathematics, Social Studies, and Science assessments (but **not** Communication Arts assessments) to ELL students in their native language. In addition, for these same assessments, ELL students can now give their responses orally in their native language. Their responses must be translated into English and then transcribed in the test book. Accommodation codes have been added to apply these accommodations for ELL students (see Page 38 of this manual). The translation and transcribing must be an accurate interpretation of the student's responses.

Translators must be trained in administering the MAP and have access to the *Examiner's Manual* to read and review before test administration. Translators should also ensure that MAP testing materials are kept secure at all times. No testing materials may be copied or duplicated or made accessible to personnel not responsible for testing. Translators should not see test books prior to test administration. When not in use, test books must be kept in a locked room or cabinet in the school building to prevent unauthorized access. All test books must be returned to the School Test Coordinator after use.

- discourage talking or sharing of answers
- collect testing materials at the end of the session

Accommodations

Accommodations for IAP (504), IEP, and ELL students are discussed in Step 10, Page 40, under the heading “How to Fill In the Student Status Information on the SIS,” Nos. 1 and 2, of this *Examiner’s Manual*.

Tests should be administered according to the specific directions.

TESTING SCHEDULE

Each content area of the Missouri Assessment Program (MAP) could require between three and five hours of classroom time, depending on the individual student’s ability. There are two testing sessions for Mathematics, all grades, and for Communication Arts, Grades 4, 5, 6, and 8, and 3 testing sessions for Communication Arts, Grades 3, 7, and 11. Each session should be administered on a different day.

Each testing session must be completed in one sitting.

Communication Arts and Mathematics

Sessions 1 and 2 (Communication Arts, Grades 3, 7, and 11)

Session 1 (Communication Arts Grades 4, 5, 6, and 8, and Mathematics, all grades)

Estimated testing times are given in the charts on Pages 13 and 14. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early. **Students who have not completed these sessions within the estimated testing time should be given additional time to finish the test during the administration of that session.**

Session 3 (Communication Arts, Grades 3, 7, and 11)

Session 2 (Communication Arts, Grades 4, 5, 6, and 8, and Mathematics, all grades)

This session will provide norm-referenced information and is the only timed portion of the MAP. Session 3 for Communication Arts, Grade 3 **only**, has Parts 1 and 2, and both parts are timed. **The testing times indicated for this session should be observed strictly.**

Science and Social Studies

Sessions 1 and 2

Estimated testing times for Sessions 1 and 2 are given in the charts on the next page. These times are only a guide for planning the testing sessions. If all students finish before the estimated time, the session may be ended early.

Students who have not completed Session 1 or 2 within the estimated testing time should be given additional time to finish the test during the administration of that session. Each testing session must be completed on the day it was started.

TESTING SCHEDULES (in minutes)

COMMUNICATION ARTS, GRADES 3, 7, AND 11			
Day 1			
SIS (if needed)		10	
Session 1		<u>30 to 40</u>	
		40 to 50	
Day 2			
Session 2		60 to 90	
Day 3			
Session 3			
Grade 3	Part 1	30	
	Part 2	15 to 25	
	Part 3	25	
	Part 4	5 to 10	
	LM and SP*	<u>6</u>	
		81 to 96	
Grade 7	Part 1	30	
	Part 2	10 to 20	
	Part 3	35	
	Part 4	5 to 10	
	LM and SP*	<u>10</u>	
		90 to 105	
Grade 11	Part 1	30	
	Part 2	10 to 20	
	Part 3	30	
	Part 4	5 to 10	
	LM and SP*	<u>10</u>	
		85 to 100	

*LM = Language Mechanics, SP = Spelling

COMMUNICATION ARTS, GRADES 4, 5, 6, AND 8			
Day 1			
SIS (if needed)		10	
Session 1		<u>30 to 50</u>	
		40 to 60	
Day 2			
Session 2			
Grade 4	Part 1	35	
	Part 2	15 to 25	
	Part 3	35	
	Part 4	5 to 10	
	LM and SP*	<u>6</u>	
		96 to 111	
Grade 5	Part 1	30	
	Part 2	10 to 20	
	Part 3	40	
	Part 4	10 to 20	
	LM and SP*	<u>6</u>	
		96 to 116	
Grade 6	Part 1	25	
	Part 2	15 to 25	
	Part 3	40	
	Part 4	5 to 10	
	LM and SP*	<u>6</u>	
		91 to 106	
Grade 8	Part 1	30	
	Part 2	10 to 20	
	Part 3	35	
	Part 4	10 to 20	
	LM and SP*	<u>10</u>	
		95 to 115	

*LM = Language Mechanics, SP = Spelling

Each session of the MAP must be administered in a single sitting.

The estimated testing times do not include suggested break times.

TESTING SCHEDULES (continued)

MATHEMATICS, GRADES 4, 8, AND 10			
Day 1			
SIS (if needed)		10	
Session 1		<u>75 to 100</u>	
		85 to 110	
Day 2			
Session 2	Part 1	40 (timed)	
	Part 2	<u>15 to 20</u>	
		55 to 60	

MATHEMATICS, GRADES 3, 5, 6, AND 7			
Day 1			
SIS (if needed)		10	
Session 1		<u>50 to 70</u>	
		60 to 80	
Day 2			
Session 2	Part 1	40 (timed)	
	Part 2	<u>15 to 20</u>	
		55 to 60	

SCIENCE			
Day 1			
SIS (if needed)		10	
Session 1		<u>45 to 100</u>	
		55 to 110	
Day 2			
Session 2		50 to 95	
Day 3			
Session 3, Grade 3	Part 1	20 (timed)	
	Part 2	<u>45 to 65</u>	
		65 to 85	
Session 3, Grades 7 and 10	Part 1	25 (timed)	
	Part 2	<u>30 to 55</u>	
		55 to 80	

SOCIAL STUDIES			
Day 1			
SIS (if needed)		10	
Session 1		<u>45 to 90</u>	
		55 to 100	
Day 2			
Session 2		45 to 90	
Day 3			
Session 3	Part 1	25 (timed)	
	Part 2*	<u>40 to 60</u>	
		65 to 85	

*Optional portion of the test

Each session of the MAP must be administered in a single sitting.

The estimated testing times do not include suggested break times.

Session 3

Session 3, Part 1, will provide norm-referenced information and is the only timed portion of the MAP. **The testing times indicated for Session 3, Part 1, should be observed strictly.**

Estimated testing times for Session 3, Part 2, are also given on the chart on the previous page. These times are only a guide for planning the testing session. If all students finish before the estimated time, the session may be ended early.

Students who have not completed Session 3, Part 2, within the estimated testing time should be given additional time to finish the test during the administration of that session. Please be sure to fill in the appropriate special codes and accommodation codes from Step 10 for students authorized to receive accommodations.

For Social Studies only, test administration of Session 3, Part 2, is optional. Districts may choose to have students either take this portion of the test or leave it blank; it will not be scored. Districts may also leave this decision up to individual schools or classrooms.



ORGANIZE YOUR CLASSROOM

- Plan for the distribution and collection of materials.
- Plan seating arrangements. Allow enough space between students to prevent the sharing of answers.
- Eliminate distractions such as bells or telephones.
- Use a Do Not Disturb sign on the door of the testing room.
- Make sure classroom maps, charts, and any other materials that relate to the **content and processes** of the test are out of the students' view.
- When administering the timed portion of the test, write on the board the starting and stopping times for the test.



PREPARE YOUR STUDENTS

- Help students approach the testing in a relaxed, positive way.
- Encourage and motivate your students to put forth their best effort.
- Explain that the purpose of taking this test is to find out which concepts have been mastered and which concepts need further development.

.....
Help students do their best by presenting the testing experience in a positive way.
.....

- Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. For most of the questions, partial credit may be earned.
- Explain that if an item is very difficult, it may be wise to skip it and go on to the next item, as long as all items are answered before the test books are collected.
- Reassure students they will be given ample time to do their best.

STEP 5

USE STANDARDIZED TESTING PROCEDURES

Following the instructions exactly ensures similar testing conditions in all classrooms. Do **not** paraphrase test directions. Test directions should be read exactly as written.

Session 2 of all Mathematics, all grades, Session 2 of Communication Arts, Grades 4, 5, 6, and 8, and Session 3 of Communication Arts, Grades 3, 7, and 11 include standardized tests that provide norm-referenced information. The following are standardized:

- Part 1 of Session 2 of Mathematics, all grades
- All of Session 2 of Communication Arts, Grades 4, 5, 6, and 8
- All of Session 3 of Communication Arts, Grades 3, 7, and 11
- Part 1 of Session 3 in Science and Social Studies assessments is standardized.

To ensure that test results are valid, reliable, and equitable, standardized tests are always administered with the same directions and time limits and scored with the same scoring criteria. If the tests are not administered with the same procedures used when the tests were standardized, valid conclusions cannot be drawn from the test results.

- Be sure students understand the directions and the way to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. Do not assist students with any question other than to ensure that they understand the directions.
- Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Fill in the appropriate Accommodations for students authorized to receive accommodations.

If the test is administered with accommodations as a result of an IAP or IEP, the Accommodations must be completed on the SIS, which is located on the inside front cover of each test book. Information about appropriate accommodation codes can be found in Step 10 of this manual.

STEP 6

LARGE PRINT AND BRAILLE

Accommodations are necessary when administering the test to visually impaired students. It is very important to code accommodations for visually impaired students on the SIS located on the inside front cover of the test book. Please see Step 10 for the appropriate accommodation.

Students who take the Braille edition of the MAP use a brailleing device called a "Braille." Students who take the Large Print edition mark their responses directly in the Large Print edition test books. Student responses in both Large Print and Braille edition test books must be transcribed verbatim to a regular edition test book in order for the student to receive a MAP score.

Examiners should obtain a regular edition test book and an *Examiner's Manual* to use as a reference while administering the Large Print and Braille editions of the assessment to visually impaired students.

After the Examiner transcribes student responses into regular edition test books, the cover of the Large Print and Braille edition test books should be marked **"Contents transcribed to a regular test book. DO NOT SCORE"** and these test books should be returned to CTB/McGraw-Hill with the unused test books.

Braille Omit test books are handled differently from regular test books. Please refer to the BRAILLE OMIT RETURN INSTRUCTION SHEET included in this packet (also sent with Braille edition test materials) for handling and packaging Braille Omit test books.

STEP 7

BEFORE TESTING

Distribute the test books. Ensure that all students have a No. 2 pencil. Have the students print their names on the front cover of their test books.

STUDENT-IDENTIFYING INFORMATION

The student-identifying information is captured on the student barcode label and/or the Student Information Sheet (SIS), located on the inside front cover of the test book.

NOTE: The SIS is the only form that captures MAP-Alternate students. (See Step 11 for more information about MAP-Alternate students.)

.....

IMPORTANT: Punch out all the
manipulatives prior to testing.

.....

Using the Student Barcode Labels

The Examiner will receive pre-coded student barcode labels with the testing materials. The information on the labels was provided through the school district and includes data on demographic categories. A listing of students (student pre-code roster), including data, is made available with the pre-coded labels.

Check the student pre-code roster for accuracy of data.

- If all the student information on this listing is correct, there is no need to fill in any circles on the Student Information Sheet (SIS). Affix the student barcode label to the front cover of the student's test book.
- If there is an error in the STUDENT NAME, BIRTH DATE, RACE/ETHNICITY, GENDER, MOSIS STATE ID, or DISTRICT STUDENT ID, do **not** use the barcode label for that student. Instead, record **all** information on the SIS on the inside front cover of the test book, using a graphite-based No. 2 pencil to fill in the appropriate circles.
- If STUDENT NAME, BIRTH DATE, RACE/ETHNICITY, GENDER, MOSIS STATE ID, and DISTRICT STUDENT ID are correct, but any other information provided with the label needs to be corrected, affix the student barcode label to the test book. Then complete **only** those items on the SIS that need to be corrected.

Exceptions

- If a student barcode label has already been affixed to a test book and the label is subsequently determined to be inaccurate (incorrect Student Name, Birthdate, Race/Ethnicity, Gender, MOSIS State ID, or District Student ID), place **two** blank labels over the incorrect label. Then bubble all the information on the SIS.
- If it is determined that a label for one student has been affixed to a test book completed by a different student, place one blank label over the incorrect label. Then affix the correct student barcode label over the blank label.

Note: Blank labels have been provided within each package of student barcode labels and student pre-code rosters for use in handling the exceptions described above.

- If there is no barcode label for a student, bubble all the biographical information on the SIS and **leave the barcode area blank**. It is important that nothing be written in that area—no teacher name, no school name, etc.

If the data in the area below the horizontal bar of the SIS is filled in, this information will override the student barcode label. If the SIS is badly torn or damaged, it will not scan properly. In such a case, all information must be transferred to another SIS on the inside front cover of a test book.

.....
Remember, if the data in the area
below the horizontal bar of the
SIS is filled in, this information will
override the student barcode label.
.....

The Absent section is found only on the SIS on the inside front cover of the test books. See Step 10, Page 40, Numbers 1–4.

Be sure to complete an SIS for all students who are eligible for testing, whether they are tested or not.

.....

- 9. RESIDENT CODE: Fill in the County/District/School code only if a student receives services and is testing outside of his/her district of residence.
- *10. SPECIAL EDUCATION INSTRUCTION OUTSIDE REGULAR CLASSROOM: Fill in the appropriate circle.
- *11. PRIMARY DISABILITY DIAGNOSIS: Instructions on appropriate use and coding are provided in Step 10.
- *12. ABSENT: Fill in the appropriate circles.
- *13. TEACHER INVALIDATION: Instructions on appropriate use and coding are provided in Step 10.
- *14. INVALID ACCOMMODATION: Instructions on appropriate use and coding are provided in Step 10.

*Examiners or school personnel are responsible for completing the Student Status and Special Education Instruction grids after the last day of testing.

MISSOURI STUDENT INFORMATION SHEET 2006

STUDENT NAME		M.I.	BIRTH DATE			RACE/ETHNICITY (Fill in only one)																																
Last	First		Month	Day	Year																																	
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K <input type="radio"/> L <input type="radio"/> M <input type="radio"/> N <input type="radio"/> O <input type="radio"/> P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/> W <input type="radio"/> X <input type="radio"/> Y <input type="radio"/> Z	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K <input type="radio"/> L <input type="radio"/> M <input type="radio"/> N <input type="radio"/> O <input type="radio"/> P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/> W <input type="radio"/> X <input type="radio"/> Y <input type="radio"/> Z	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K <input type="radio"/> L <input type="radio"/> M <input type="radio"/> N <input type="radio"/> O <input type="radio"/> P <input type="radio"/> Q <input type="radio"/> R <input type="radio"/> S <input type="radio"/> T <input type="radio"/> U <input type="radio"/> V <input type="radio"/> W <input type="radio"/> X <input type="radio"/> Y <input type="radio"/> Z	Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec <input type="radio"/>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 Native American/Alaska Native <input type="radio"/> 1 Asian/Pacific Islander <input type="radio"/> 3 Black (not Hispanic) <input type="radio"/> 4 Hispanic <input type="radio"/> 5 White (not Hispanic)																																
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<small>*If a precoded label is used, the following data cannot be modified: Student Name, Birth Date, Race/Ethnicity, Gender, MOSIS State ID, and District Student ID. If any of the above information is incorrect, do not use label. Instead, fill out all sections of this page.</small>																																						
STUDENT STATUS (Fill in all that apply) <input type="radio"/> Gifted <input type="radio"/> H.S. Career Ed. <input type="radio"/> IAP (504) <input type="radio"/> IEP <input type="radio"/> In building < Yr <input type="radio"/> In district < Yr <input type="radio"/> ELL - In USA < Yr <input type="radio"/> ELL - In USA < 3 Yr <input type="radio"/> ELL - Monitoring <input type="radio"/> ELL - Rcvg. Services <input type="radio"/> MAP-Alternate <input type="radio"/> Migrant <input type="radio"/> SES <input type="radio"/> Title I <input type="radio"/> Voluntary Transfer Student <input type="radio"/> State Use		ACCOMMODATIONS (Fill in all that apply) <input type="radio"/> 01 Braille edition <input type="radio"/> 02 Large Print edition <input type="radio"/> 04 Oral reading - invalidates Comm Arts <input type="radio"/> 05 Signing of assessment - invalidates Comm Arts <input type="radio"/> 06 Paraphrasing - invalidates all tests <input type="radio"/> 10 Other administration <input type="radio"/> 11 Oral reading in native language - invalidates Comm Arts <input type="radio"/> 20 Extend time-TerraNova session <input type="radio"/> 21 Administer using > allotted periods <input type="radio"/> 22 Other timing <input type="radio"/> 35 Use of scribe <input type="radio"/> 39 Use of calculator, math table, etc. <input type="radio"/> 43 Use of bilingual dictionary <input type="radio"/> 44 Other response <input type="radio"/> 50 Testing individually <input type="radio"/> 51 Testing in small group <input type="radio"/> 53 Other setting		RESIDENT CODE <table border="1"> <thead> <tr> <th>County</th> <th>District</th> <th>School</th> </tr> </thead> <tbody> <tr><td><input type="radio"/> 0</td><td><input type="radio"/> 0</td><td><input type="radio"/> 0</td></tr> <tr><td><input type="radio"/> 1</td><td><input type="radio"/> 1</td><td><input type="radio"/> 1</td></tr> <tr><td><input type="radio"/> 2</td><td><input type="radio"/> 2</td><td><input type="radio"/> 2</td></tr> <tr><td><input type="radio"/> 3</td><td><input type="radio"/> 3</td><td><input type="radio"/> 3</td></tr> <tr><td><input type="radio"/> 4</td><td><input type="radio"/> 4</td><td><input type="radio"/> 4</td></tr> <tr><td><input type="radio"/> 5</td><td><input type="radio"/> 5</td><td><input type="radio"/> 5</td></tr> <tr><td><input type="radio"/> 6</td><td><input type="radio"/> 6</td><td><input type="radio"/> 6</td></tr> <tr><td><input type="radio"/> 7</td><td><input type="radio"/> 7</td><td><input type="radio"/> 7</td></tr> <tr><td><input type="radio"/> 8</td><td><input type="radio"/> 8</td><td><input type="radio"/> 8</td></tr> <tr><td><input type="radio"/> 9</td><td><input type="radio"/> 9</td><td><input type="radio"/> 9</td></tr> </tbody> </table> SPECIAL ED. INSTRUCTION OUTSIDE REGULAR CLASSROOM (Fill in only one) <input type="radio"/> < 21% of school day <input type="radio"/> 21% - 60% of school day <input type="radio"/> > 60% of school day <input type="radio"/> Separate School		County	District	School	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9
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				ABSENT <input type="radio"/> Session 1 <input type="radio"/> Session 2 <input type="radio"/> Session 3																																		

Note: The number of sessions on the SIS vary by grade and subject area.

STEP 8

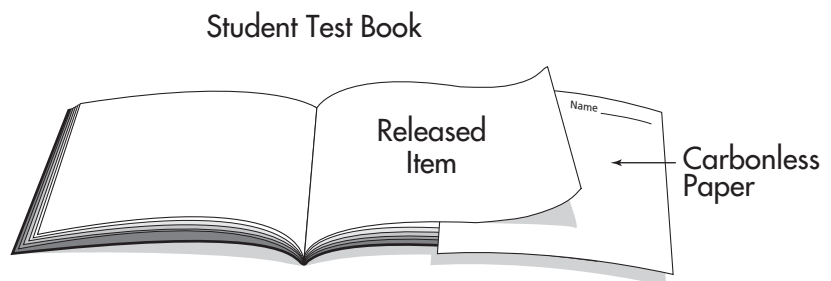
RELEASED ITEM RESPONSES

DESE has selected several items at the middle and high school levels of the MAP Communication Arts, Mathematics, Science, and Social Studies assessments to release to Missouri teachers for classroom scoring. Student responses to these released items may be captured during the test administration using carbonless paper. Copies of the released items and scoring guides will be provided to the districts by DESE during the test administration. Items at the elementary level will not be released.

If your district has chosen to use carbonless paper to capture student responses for the released items in the MAP Communication Arts, Mathematics, Science, and Social Studies assessments, the following guidelines must be observed:

- **Only** Mead Optica™ 17# Self-Contained Dark Blue Image Carbonless paper may be used. **Use of any other carbonless paper will cause smudging, which could delay reports for your district.**
- **Only** released items may be captured and scored. Violations of this stipulation will result in a review by DESE.
- **No** test items may be photocopied.

To capture student responses, simply place the sheet of carbonless paper, which has “Name” printed on it, face up behind each page containing a released item. See the example below.



To capture multiple-choice items, students should write the answer choice directly on the carbonless paper next to the correct item number.

Remember to remove all carbonless paper from the student test books before returning them to CTB/McGraw-Hill for scoring. If carbonless paper is returned to CTB/McGraw-Hill, it could delay the district's reports. All returned carbonless paper will be destroyed.

The following is a list of released items for the Spring 2006 Missouri Assessment Program.

SPRING 2006 MAP RELEASED ITEMS

COMMUNICATION ARTS	
Grade 7	Session 1—Items 3, 4, 5, and 6, Pages 7–9 Session 2—Writing Prompt, Pages 3–9
Grade 8	Session 1—Items 3, 4, 5, and 6, Pages 6–8
Grade 11	Session 1—Items 3, 4, 5, and 6, Pages 6–8 Session 2—Writing Prompt, Pages 3–9

MATHEMATICS	
Grade 7	Session 1—Items 7, 14, 21, and 27, Pages 5, 9, 13 and 18
Grade 8	Session 1—Items 4, 17, 27, and 30, Pages 3, 11, 19 and 22
Grade 10	Session 1—Items 15, 26, 30, and 32, Pages 9, 14, 17, and 19–20

SCIENCE	
Grade 7	Session 1—Items 5, 7, 8, and 13, Pages 5, 7, 8, and 11
Grade 10	Session 1—Items 2, 6, and 15, Pages 3, 5, and 10 Session 3—Item 30, Page 13

SOCIAL STUDIES	
Grade 8	Session 1—Items 1, 2, 3, 17, and 18, Pages 3, 12, and 13
Grade 11	Session 2—Items 5, 6, 7, 20, and 21, Pages 4, 5, 14, and 15

HOW TO FILL IN THE STUDENT INFORMATION SECTION

Fill in the appropriate circle in each column for Accommodation Codes for IAP (504), IEP, and ELL students only. Fill in the circles that best represent the accommodations under that heading. Descriptions for accommodations for students with IEPs can be found on the next page. Also fill in the primary disability diagnosis for IEP or IAP students. **NOTE:** Mark only one.

.....

Any accommodations used that need to be marked "Other" should be addressed in the student's IEP.

.....

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Teachers who are preselecting items for Special Education students should refer to "Valid Attempt" on Page 4.

.....

Accommodations List for Students with Disabilities or Students Who Are English Language Learners		
Administration Accommodations		Description
01	Braille edition of assessment	Braille editions of the assessment require special processing. Consult your Braille edition test materials for specific instructions
02	Large Print (LP) edition of assessment	Large Print editions of the assessment require special processing. Consult your Large print test materials for specific instructions.
04	Oral reading of assessment. see Note (1)	The test examiner reads items verbatim to the student in an isolated setting so that other students will not benefit or be disturbed.
05	Signing	A certified sign language interpreter or Deaf education instructor signs the Math and/or Science and/or Social Studies assessment (directions and test items are allowed) and/or the directions only of the Communication Arts assessment to the student.
06	Paraphrasing. see Note (2)	The test examiner paraphrases questions to help student understanding in an isolated setting. Terms may be defined as long as they: 1) are not the actual concept or content being assessed, 2) would not give clues, or 3) would not disclose the answer.
10	Other Administrative Accommodations	
	Use of assistive devices	An assistive device, which permits a student to read and/or respond to the test, is used. Examples include computers that assist students with fine-motor problems, text enlargers that enable students to independently read and answer test questions, or augmentative communication devices.
	Use of visual aids	Visual aids include any type of optical or non-optical devices used to enhance visual capability. Examples include bold-line felt-tip markers, lamps, filters, bold-lined paper, writing guides, or other adaptations that alter the visual environment by adjusting the space, illumination, color, contrast, or other physical features of the environment.
11	Oral reading in native language—invalidates Communication Arts	
Timing Accommodations		Description
20	Extend time allotted to complete <i>TerraNova</i> Survey, see Note (3)	Extended time is allowed for a student whose disability may cause him/her to be unable to meet time constraints.
21	Administer test using more than allotted periods	Students with disabilities may need to complete exams over more than one test period as a result of fatigue and/or loss of concentration. Some students may require additional breaks. Dates for taking the MAP must occur within the MAP testing window.
22	Other:	Other Timing Accommodations
Response Accommodations		Description
35	Use of scribe to record student response in test booklet	The student conveys verbally or signs responses to a scribe in an isolated, individual setting so that other students cannot benefit or be disturbed. The scribe cannot suggest ideas, words, or concepts. The scribe records the student's answers verbatim. The student should indicate capitalization and punctuation if language mechanics are being assessed.
	Student taped response	The student speaks answers into a tape recorder in an isolated setting so that other students cannot benefit or be disturbed. The test examiner must be present at all times.
	Signed response	The student uses sign language to convey responses. A certified sign language interpreter or Deaf education instructor records answers.
	Pointing to respond	The student points to correct responses and the administrator records responses in the MAP test booklet.
	Oral response	The student provides an oral response to the examiner.
	Use of a braille	A student records responses using a braille. Examples include a braillewriter, a slate and stylus, an electronic braille note taker.
	Use of communication device	The student uses a communication device to provide a response to the administrator.
	Use of computer/word processor/typewriter for responding	The student uses a computer/word processor to write the answers. (Provide a non-networked computer to avoid inappropriate use of the computer to access answers.) The student uses a typewriter to write the answers.
39	Use of calculator, math tables, abacus, etc.	In sessions of the MAP where calculators are allowed to be used, the accommodation code should not be marked. The use of a calculator represents an accommodation when it is used on a section of the test for which calculator use is not allowed. Students may use talking calculators but only in an isolated setting. Students use tables to assist in simple addition, subtraction, multiplication, and division facts using whole numbers. Students use an abacus to perform mathematical computations by sliding beads along rods.
43	Use of bilingual dictionary	
44	Other:	Other Response Accommodations
Setting Accommodations		Description
50	Testing individually	The room should be free of noises, conversation, and distractions from adjoining rooms. Individual testing is appropriate when, for example, responses are given orally or questions are paraphrased.
51	Testing with small groups	The location should be free of noises, conversation, and distractions from adjoining rooms. Students may not interact with one another about questions or answers. The examiner must be present at all times. Testing in small groups is not appropriate for students who give responses orally or require paraphrasing of questions.
53	Other:	Setting Accommodations

Note (1): *Oral reading for Communication Arts invalidates the test resulting in the child being reported in Level Not Determined, except for children identified as Blind/Visually Impaired who use oral reading as their primary instructional method.*

Note (2): *Paraphrasing test questions invalidates all MAP Assessments.*

Note (3): *If used, the score cannot be compared with scores generated under standard conditions.*

Note (4): *Use of magnifying equipment, amplification equipment, graph paper and testing with teacher facing student are not listed as accommodations as these are no longer required to be reported as accommodations for the MAP subject area assessments.*

Fill in the appropriate circle in each column for **Primary Disability Diagnosis**.

- 01 Specific learning disability
- 02 Speech impairment
- 03 Mental retardation
- 04 Emotional disturbance
- 05 Other health impairment
- 06 Hearing impairment
- 07 Language impairment
- 08 Partial sight
- 09 Blindness
- 10 Orthopedic impairment
- 11 Autism
- 12 Traumatic brain injury
- 13 Deaf/Blindness
- 14 Multiple disability

INVALIDATIONS AND MAKEUPS

Invalidation of the test will occur if a teacher paraphrases the test questions in any content area or reads any part of the Communication Arts test. Invalidation of a student's test will also occur if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing can invalidate a student's test.

The School Test Coordinator and the Examiner must agree that a particular student's test should be invalidated based on the invalidation rules above. The Examiner must provide the STC with the student's name, birth date, teacher, grade, school, content area, testing session, and the reason the testing session is being invalidated. To invalidate a student's test, the STC must fill in the appropriate circle in the Invalidation box located in the accommodations section on the inside back cover of the test book. If the Invalidation box is not filled in, the test will **not** be invalidated. For each invalidated test, a test book and a completed SIS must be included with the materials to be scored. Invalidated tests will **not** receive MAP scores.

Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent for one or more testing sessions and cannot participate in makeup testing sessions, the procedures below must be followed:

1. Write the student's name on the front of an unused test book.
2. Place the student barcode label on the unused test book, or complete an SIS for the student.
3. Fill in the appropriate circle in the Absent section in the Special Codes section located on the inside back cover of the test book.
4. Process as you would any other student's test.

To account for all students, a test book with a student barcode label or a completed SIS must be turned in for **every** eligible student. Although the Science and Social Studies assessments are voluntary, the same Missouri School Improvement Program (MSIP) accountability rules as stipulated for the mandatory content areas must be followed. Districts are required to account for every student eligible to participate in the Science and Social Studies assessments.

.....
Examiners or school personnel are responsible for completing the Student Status, County/District/School Code of Residence (if instructed to do so), and Special Education Instruction grids.
.....

HOW TO FILL IN THE STUDENT STATUS INFORMATION ON THE SIS

1. Fill in the appropriate circles for Student Status. Fill in all that apply.

Examiners, leave the SES bubble blank. The School Test Coordinator is responsible for providing this information. The SES bubble is required coding for students receiving free/reduced-price meals.

All students should have the Title I bubble filled in if the building is in a schoolwide Title I program.

2. Fill in the appropriate circle for Special Education Instruction. Indicate the amount of instruction received daily. Be sure to mark only one circle.

The following is a list of student status definitions:

ELL (Less Than 1 Year in USA) This is a designation for English Language Learner (ELL) students who have been in the United States less than one calendar year at the time MAP assessments are given. Federal provisions allow districts the option of administering the MAP Communication Arts assessments to these students. Districts may exempt these students from **only** the Communication Arts MAP assessment. Examiners need to fill out a Student Information Sheet (SIS) on the inside front cover of the test book, indicating this exemption. If the coding is appropriate, neither Mathematics nor Communication Arts MAP results will be included in the Adequate Yearly Progress (AYP) calculations.

ELL (Less Than 3 Years in USA) This is a designation for ELL students (receiving services or not receiving services) in their first, second, or third year in the United States. The district is required to test these students. The test results will be included in AYP calculations, but will not be included in the accountability measures for the Missouri School Improvement Program (MSIP). ELL students not included in the September enrollment for the school year will be excluded for the purpose of AYP calculations in the same manner as non-ELL students.

ELL (Receiving Services) This is a designation for students whose native language is other than English and who are from other countries or whose home environment includes languages other than English. Their English language proficiency is below that of grade and age peers. These students receive differentiated instruction to address their English language proficiency. The district is required to test these students. Test results will be included in the AYP calculations.

ELL (Monitoring) This is a designation for students whose native language is other than English and who are from other countries or whose home environment includes languages other than English. Their English language proficiency is comparable to grade and age peers. These students do **not** receive differentiated instruction to address their English language proficiency but should still be designated as ELL. The district is monitoring the academic success of these students for two years after they no longer receive instruction to address English language proficiency. Test results will be included in the AYP calculations.

Gifted A gifted student is any student who has been identified for and/or has participated in the district's formal gifted program.

H. S. Career Education This designation is for all students in Grades 9–12 who have completed or are currently taking a Career Education course **approved** by the Department of Elementary and Secondary Education,

Division of Career Education. Career Education courses **must** be from one of the following program areas: Agriculture, Business Education, Health Sciences, Marketing, Cooperative Education, Trade and Industrial Education, or Family and Consumer Sciences. Only these H. S. Business Education courses are approved: Banking and Financial Services, Accounting I and II, Business Technology, Microcomputer, Business Applications, E-Business, Desktop Publishing, Network Administration, Multimedia, Computer Programming, and Supervised Business Experience. Technology Education courses and all other Business Education courses should **not** be included.

Approved Career Education courses may be taken either at the student's home high school or at an area career center. A report of the approved Career Education programs can be viewed by accessing the Core Data web application system (at <https://k12apps.dese.mo.gov/webapps/logon.asp>) and selecting Approved Course from the Special Reports section of the Report Menu.

A copy of this report should be provided to the appropriate Examiner, to be shared with students or district personnel completing the H. S. Career Education designation indicator, to ensure that only those students who have taken or completed an approved Career Education course are reported.

For questions regarding approved courses, contact the Division of Career Education at 573-751-3500.

IAP (504) An IAP (504) student is an Individual Accommodation Plan (IAP) student who is identified as disabled under Section 504 of the 1973 Rehabilitation Act and **not** under the Individuals with Disabilities Education Act (IDEA). An IAP (504) student does not have an Individualized Education Program (IEP).

IEP An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an IEP.

In Building Less Than a Year A student is considered "in building less than a year" if that student was not part of the September enrollment (last Wednesday in September) for that school year.

In District Less Than a Year A student is considered "in district less than a year" if that student was not part of the September enrollment (last Wednesday of September) for that school year.

MAP-Alternate (MAP-A) A MAP-A student is one whose IEP team has determined that the student is eligible for the MAP-Alternate (MAP-A) Assessment. A test book should be assigned to that student with the SIS. Fill in the MAP-A bubble for each MAP-A eligible student at the appropriate grade level and content area assessed by the MAP (in Grades 3–8, 10, and 11).

Migrant This designation is for students who have moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or to work in a beef, poultry, or pork processing plant.

SES This identifies students approved for free/reduced-price meals. For more information, refer to Pages 34 and 35 of this year's *Test Coordinator's Manual*.

Districts are required to complete this information.

State Use This field is for state use only. Districts will be contacted by the Department of Elementary and Secondary Education (DESE) if there is a need to utilize this field.

Title I This identifies a student who is receiving Title I services in a targeted assistance program. **All** students in a Title I schoolwide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

Voluntary Transfer (VTS) This identifies a student who is residing in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.



STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS

All students must be accounted for when administering the MAP content-area assessments. There are only two groups who are **not required** to take the MAP:

- **Group 1** Students whose IEP teams have determined that MAP-A is the appropriate assessment are coded "MAP-Alternate" on the Student Information Sheet (SIS). The MAP-A bubble is for all MAP-A eligible students in the grade levels and content areas assessed by the MAP. For example, if a MAP-A eligible student is in the third grade, a test book should be assigned to that student for Communication Arts and Mathematics with the SIS completed for that student. You need to return a test book with a completed SIS for them. MAP-A students must also be accounted for in the MAP School Building Survey.
- **Group 2** English Language Learner (ELL) students who have been in the United States less than one calendar year at the time MAP assessments are administered have the option of being exempt from taking **only** the Communication Arts test. All other content areas must be assessed. If a district chooses this exemption, it needs to code "ELL Less Than 1 Year in USA" on the **SIS**. You need to assign a Communication Arts test book to these students and complete only the SIS for them. If districts choose to test these students, Examiners should code all appropriate bubbles on the Student Information Sheet (SIS) that apply. If tested and coded appropriately, the results will **not** be included in the Adequate Yearly Progress (AYP) calculations or the Missouri School Improvement Program (MSIP) accountability.

STEP 12

ASSEMBLE MATERIALS FOR RETURN

After testing is complete, check all SISs and test books for the following:

- All student-identifying information is complete and correct. The Birth Date section must be filled in properly. This information is used to verify student identity when other information is insufficient.
- All applicable Student Status and Special Education Instruction information is filled in according to instructions in Step 10.
- All circles that students intended to mark are filled in completely.
- All student responses written on the coding tracks in the margins of the pages are erased and transcribed verbatim onto the response lines.
- All stray pencil marks are erased.
- All erasures are complete without smudging.
- If an SIS is badly torn or damaged, it cannot be scanned. In such a case, all information must be transferred to another test book.
- If applicable, the information in Accommodations has been filled in accurately, as explained in Step 10.
- All Student Barcode Labels are accurate and attached correctly.
- All test books are completed in No. 2 pencil. Test books completed in ink cannot be scored.

If a student completed the test in ink, all student responses must be transcribed in pencil to another test book for scoring.

- All carbonless paper and any other loose papers are removed from the test books. Any draft or scratch paper with item-related notes must be disposed of in a secure manner.
- If a student takes a test in two different test books, be sure that all student responses are transcribed verbatim into only one test book. The book containing the transcribed responses will be scored. Write on the front cover of the incomplete test book **“Contents transcribed to another regular test book. DO NOT SCORE”** and return this test book with the unused test books.
- If you find missing, damaged, or upside-down pages in a test book, make sure that all student responses are transcribed verbatim into another regular edition test book. A test book that contains missing, damaged, or upside-down pages should be marked appropriately on the front cover with a black marker. For example, write **“Missing Pages”** and **“Contents transcribed**

Any stray lines or smudges from unclear erasures may have an impact on the scoring of the items.

to another regular test book. DO NOT SCORE” on the front cover of a test book with missing pages. Return the damaged books with your unused test books.

- If you find any alternative response sheets in the test books—for example, computer-generated responses—transcribe them verbatim into the test book. Alternative response sheets cannot be scored. For more information regarding response accommodations, please see Step 10 in this *Examiner’s Manual*.

Security Barcode

- The Examiner must count the number of test books (both used and unused) to determine if the total is the same as the pretest total.
- If there is a discrepancy between the pretest and post-test totals, the Examiner must collate the test books in sequential barcode order before sending the books to the STC.
- The Examiner must provide information regarding any missing test books (including the missing test book security barcode numbers) to the STC for inclusion on the Security Barcode Verification Form.

If you have any questions concerning this information, please contact CTB/McGraw-Hill via the Missouri Assessment Program Service Line (1-800-544-9868, option “1”) 7:30 A.M. to 6:30 P.M. Central Time.

Please note that the GIS is a scannable document and cannot be photocopied. A sample GIS is shown below.

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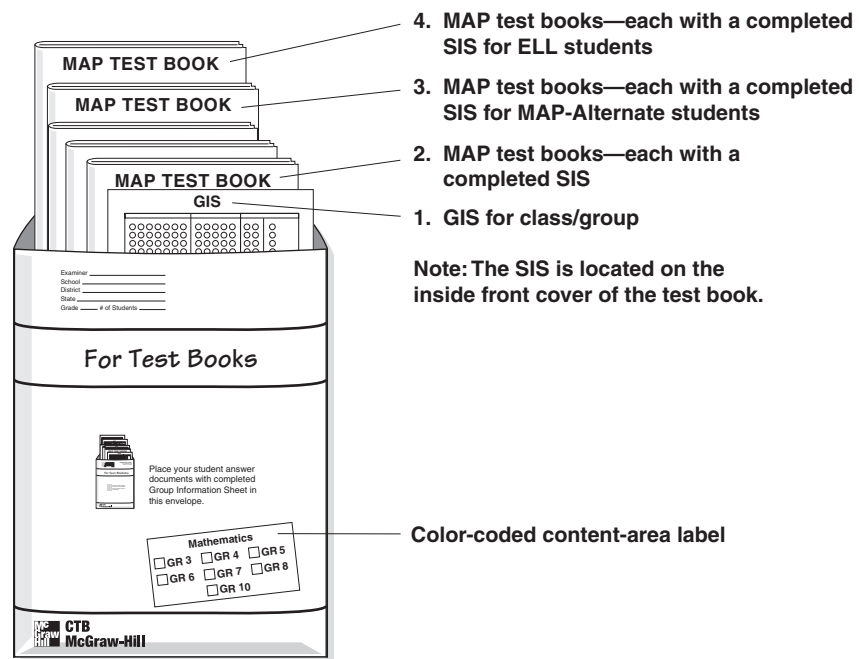
When you check this . . .**look for this:**

1 Teacher Name	The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the corresponding circle must be filled in.
2 School Name	In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.
3 Number Students Testing	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the corresponding circles filled in. If applicable, be sure to include MAP-Alternate students in your total. (For Communication Arts only, also include in your total ELL students in the United States less than one year who did not take the Communication Arts test.) Use leading zeros, if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, to account for all students, a completed SIS (located on the back of the test book) or a completed SIF must be turned in for every eligible student.</p>
4 Grade	The correct circle for the grade must be filled in.
5 Special Codes	This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.
6 Organization Name, Element/District Name, SO#, and State	This information has been pre-coded.

ORGANIZING MATERIALS

After the GISs have been checked for accuracy, place the following items in the large white envelope in this order:

1. GIS for class/group
2. MAP test books—each with a completed SIS on the inside front cover
3. A test book with a completed SIS for MAP-Alternate students
4. **For Communication Arts only** a test book with a completed SIS for ELL students in the United States less than one year who did **not** take the Communication Arts test



Each envelope will hold approximately 20 test books. If there is more than one envelope per Examiner, put the GIS in the Examiner's first envelope with as many test books as will fit and all the MAP-Alternate students' test books with completed SIS. (See Step 6 for the proper handling of the Large Print and Braille editions of the test books.) If multiple envelopes are needed to hold large groups of books, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," etc., with "X" being the total number of envelopes. The information requested on the front of each envelope must be completed. Affix the appropriate color-coded content-area label on the front of each envelope.

IMPORTANT: Do **not** seal the envelopes. The District Test Coordinator will verify the contents before sealing them.

All unused test books should be placed inside a large white envelope. Place transcribed Large Print and Braille edition test books in the envelopes with the unused test books. Affix a black Unused Books label to the envelope.

The Examiner should provide the following materials to the School Test Coordinator:

- envelope(s) containing the GIS and test books with completed SISs
- envelope(s) containing all unused test books, including the copy the Examiner used for test administration

Do **not** return manipulatives, reference sheets, *Examiner's Manuals*, carbonless paper, draft copies of the writing prompt (for Communication Arts), scratch paper (for Mathematics), or extra envelopes to CTB/McGraw-Hill. Examiners may retain reference sheets, manipulatives, and any carbonless paper for use in the classroom.

In returning materials to the School Test Coordinator, Examiners should keep in mind the **district's shipping deadlines**. District Test Coordinators must contact CTB/McGraw-Hill to schedule the pickup of testing materials. (Further instructions are in Step 10 of the 2005 *Test Coordinator's Manual*.) DTCs need to contact CTB/McGraw-Hill no later than April 21, 2006, to arrange the pickup of Early-Return Testing materials and no later than May 1, 2006, to arrange the pickup of Regular-Return Testing materials. The scheduled pickup time may be several days after the DTC contacts CTB/McGraw-Hill.

